

Sources of Resources



Objective

To identify natural resources as renewable or nonrenewable; to learn where resources come from; and to understand how overconsumption of limited supplies can be problematic.



Activity Description

Students will research resources, investigating their sources and uses. They will present conclusions to the class and identify on a map where the resource is most often found.



Materials Needed

- Wool sweater
- Plastic milk jug
- Metal can
- Glass bottle
- Plastic boot or raincoat
- Fruit and/or vegetables
- Wood object (chair, ruler, etc.)
- Cotton T-shirt
- Paper
- Dairy product (egg, cheese, milk, etc.)
- Leather (belt, shoe, purse, etc.)
- Pushpins
- Paper (used to make small labels/tags)
- Scissors
- Pens
- World map



Subjects Covered

Natural resources
Renewable
Nonrenewable
Raw materials
Consumption



Duration

1 hour



Skills Used

Communication
Research
Observation/classification
Problem solving



Activity

Step 1: Display all of the materials from the "Materials Needed" list above except for the last five items. Discuss the concept of natural resources with the students and ask them to identify what each of the objects on display are made from (refer to Teacher Fact Sheet titled *Natural Resources* on page 5). List their answers on the board. Use the list to define and explain the key vocabulary words.

Valuable Natural Resources

Aluminum	Nickel
Chromium	Oil
Coal	Petroleum
Cobalt	Platinum
Corn	Silver
Diamonds	Tin
Fish	Wheat
Fresh Water	Wool
Gold	Zinc



science



social studies



Journal Activity

Ask students to list the kinds of natural resources they use frequently. Are they renewable or nonrenewable? Ask students to write about what they would do if the world supply of the resource ran out.

Step 2: Have a brainstorming session with students to identify well-known resources such as those listed in the “Valuable Natural Resources” sidebar. Try to come up with at least as many resources as there are students in the class. Write the list on the chalkboard.

Step 3: Have each student choose a natural resource from the list.

Step 4: Instruct students to research their chosen resource. They should use library and Internet resources to investigate the dominant sources and uses for their resource. Students should also research consumption of their resource and analyze whether their resource might become depleted in the near future.

Step 5: Display a large map of the world in the front of the classroom.

Step 6: Have students write the name of their resource on several small pieces of paper.

Step 7: Have students present information about their resource to the class, discussing their research conclusions. Students should begin their presentation by telling the class what their resource is and where it is most typically found. Students should pin the paper that labels their resource on the map at the appropriate regions. Additionally, students should discuss whether the resource is renewable or nonrenewable and tell the class some of the resource uses and any associated consumption issues.



Assessment

1. Ask students to identify the natural resources used to make items, other than those previously studied. Have students think about their house, family car, room, school, or other familiar objects in their lives.
2. Test students' memory of where some of the assigned resources come from. Take the pins out of the map and have students place the pins at the proper geographic locations as you call out the resources.
3. Ask students to explain and discuss the importance of monitoring resource consumption. Also, discuss why it is important to develop and discover alternatives to certain resources.



Enrichment

1. Have students research, via the Internet or the school library, information on our global population and specific resource quantities. Have them calculate and record figures to determine the approximate future supply of particular resources.
2. Have students pick their favorite resource and identify ways to conserve it. With this information, have students write and act out a skit that exemplifies resource conservation practices.
3. Conduct a geology lesson that incorporates a discussion of the formation of some common natural resources (e.g., coal, petroleum, diamonds). Ask students why all resources are not located right in their backyards. Discuss what this means in terms of resource availability (e.g., how we get resources from other countries).